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ABSTRACT

Developed for non-English speaking grade 1 students, this skills check list was designed to evaluate rapidly and to monitor a student's mastery of suggested learning. Following the Migrant Student Record Transfer System skill's list, the check list is a suggested list of learning needs to be mastered, along with some helpful ideas for supplementing a child's knowledge of important things around him/her. Objectives to be mastered with 100% accuracy include: (1) reading aloud the Dolch pre-primer, primer, and level I word lists; (2) reading aloud the Sullivan (or equivalent) word list; (3) identifying orally the numbers 0-100 in and out of order; (4) spelling numbers 0-10; (5) spelling 8 basic colors; (6) printing first and last name; (7) learning basic addition facts; (8) printing entire English alphabet in order (capital and lower case); and (9) learning to tell time (half hours). The booklet includes the goals for kindergarten through grade 6, a skills check list on which to record student progress, and tutoring request/report forms that list individual objectives and provide space to record date and length of tutoring sessions. Additionally, Dolch basic word lists (pre-primer, primer, and level I) and basic addition problems are included. (AW)

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OREGON TITLE I-M

Skill Check List
Level I

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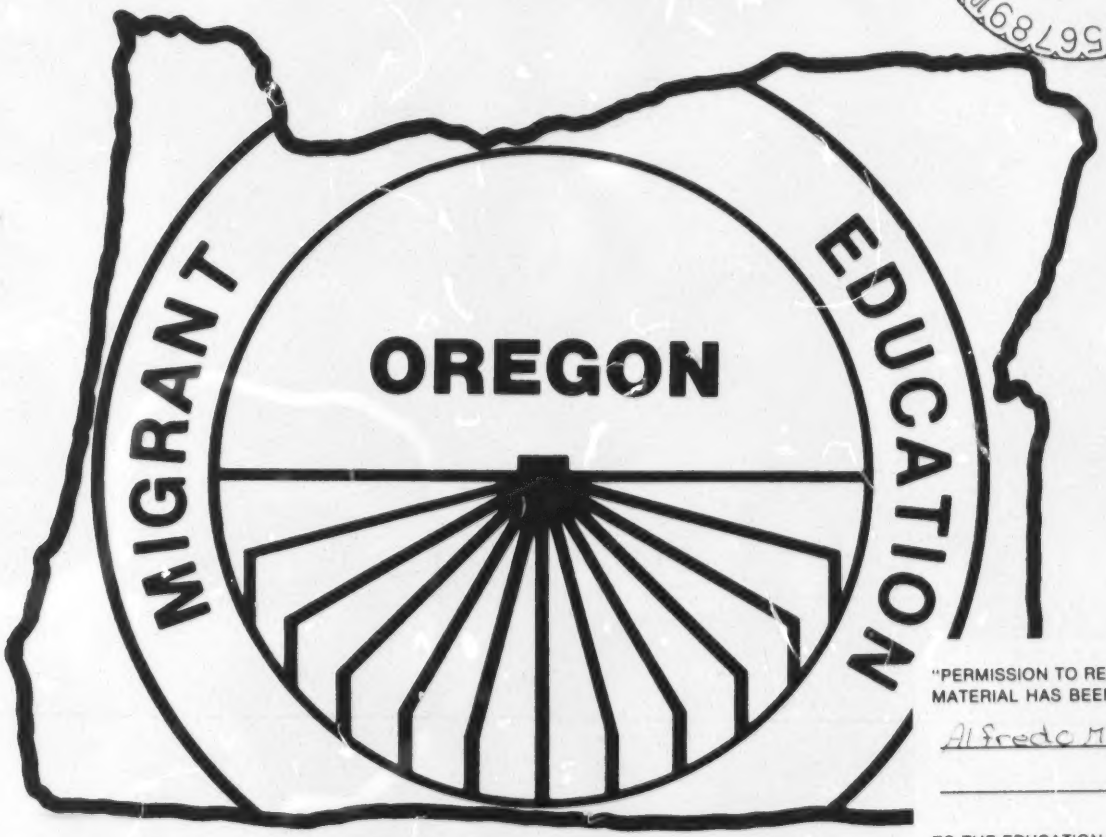

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Developed by Cathy Spencer Aders

In cooperation with and for the
OREGON MIGRANT EDUCATION SERVICE CENTER
Alfredo M. Lugo, Elementary Specialist
Funded by
OREGON ESEA
Title I-M Program

RC 01 29962

INTRODUCTION

The Checklist of Skills Level I to VI is a system for evaluating a child's skill level in a few minutes and for keeping track of his/her further progress. It is simply a basis grade-by-grade suggested list of learning needs to be mastered, along with some helpful ideas for supplementing a child's knowledge of important things around him/her. It was specifically designed for non-English speaking students. It also follows the MSRTS skill's list.

Cathy Spencer-Aders
Yamhill County, Oregon

GOALS FOR KINDERGARTEN TO 6TH GRADE

KINDERGARTEN

1. W rk one to one with each kindergartener 20-30 minutes each.
2. Mastery: (100% accuracy) if here full year.
   a) numbers 0-10, orally and written (English)
   b) 14 colors - orally identify
   c) alphabet - orally identify
   d) phonics - letters, keywords, sounds (sinlingerland) - orally identify.
   e) six shapes - circle, triangle, rectangle, square, oval, diamond - orally identify.
   f) introduce nine shapes - at least an advance shape.
   g) 8 to 15 body parts (point to and orally identify)
   h) print first name correctly.
   i) recognize first and last name.
   j) tell basic time (o'clock, 12:00 o'clock, 1:00 o'clock, etc.)
   k) print first name - introduce last name and work on it.

1ST GRADE

1. First graders, one to one if teacher okays it. 20-30 minutes each (4-5 times weekly).
2. Mastery of the above kindergarten goals with 100% accuracy first, then;
   a) read aloud Dolch word lists pre-primer, primer, level I.
   b) Sullivan word list (or another basal reading list adopted by district).
   c) numbers 0-100 orally.
   d) numbers 0-10 spelled.
   e) spell 8 basic colors (aloud, written).
   f) print fist and last name correctly/legibly.
   g) learn basic addition facts (100 math fact sheet) timed 5, 3, 1, minutes).
   h) print entire alphabet.
   i) orally identify numbers 0-100.

2ND GRADE

1. 2nd graders - small group 20-30 minutes (4-5 times weekly).
2. Mastery of all above, plus 100% accuracy if above already masted prior)
   a) Dolch sight word level II, II, orally.
   b) spell Dolch, pre-primer, primer, and level I.
   c) Sullivan work list (or other series)
   d) Spell days of week.
   e) spell months of year.
   f) spell all 14 basic colors.
   g) spell 6 basic shapes.
   h) learn basic subtraction facts (100 math facts, 5, 3, 1 minutes).
   i) maintain correct printing style.

3RD GRADE

1. Learn to spell Dolch words tests level 2 and 3.
2. Pass times facts (100 facts in 3 minutes).
3. Review all previous spelling tests - maintain.
4. Review all material in former levels - maintain.
5. Learn to write in cursive.
6. Learn to regroup addition and subtraction.

4TH GRADE

1. Learn division - utlimately pass 100% problems in 3 minutes.
2. Spell weekly spelling units with 100% accuracy.

5TH GRADE

1. Introduce fractions (addition and subtraction).
2. Review all previous math skills.
3. Spell weekly spelling units with 100% accuracy.
4. Learn 50 U.S. states, capitals.

6TH GRADE

1. Introduce fractions (multiplication and division), decimals, percentages.
2. Review all prior math skills learned.
3. Spell weekly.
4. Introduce world geography especially Mexico, Canada, South America.

SKILLS CHECK LIST

Cathy Spencer-Aders
Yamhill Co.

Grade _____ Date _____

	FIRST NAME	LAST NAME	COLORS
ORAL			Rd Or Y Gr Bl Pu Bk Wh Pi Br Ta Gra Go Sl
IDENT WRD			
READ WRD			
PRINT			
SPELL			

	NUMBERS		SHAPES (Basic) (Advanced)
	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 30 40 50 60 70 80 90 100		
ORAL		ORAL	
IDENT WRD		IDENT PR	
WRITE NO		DRAW	
READ WRD		READ WRD	
SPELL WRD		PRNT/SP	

	ALPHABET	TIME OF DAY	MATH
	Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz	READ CLK	OCL :30 5's :15 :45	PASSING 100 FCTS IN	+ − X ÷
ORAL		ORAL		
CURSIVE		MANUAL		
IDENT		SPELL		10 MIN	
KEY WORD				5 MIN	
PHN/SND				3 MIN	
PRINT				1 MIN	

| | | | |

Cathy Spencer-Aders
Yamhill County, Oregon

Corresponds to
OF 12 for Title
I-Migrant

Level I - GOAL Sheet

LEVEL I

Reading

1_1 Objective: Read aloud Dolch Pre-Primer List (in and out of order).
Criteria: Do the above with 100% accuracy (c.t.)*

1_2 Objective: Read aloud Dolch Primer List (in and out of order).
Criteria: Do the above with 100% accuracy (c.t.)*

1_3 Objective: Read aloud Dolch Word List (Level I).
Criteria: Do the above with 100% accuracy (c.t.)*

1_4 Objective: Read aloud Sullivan (or another based reading list adopted by your district). (Level pre-primer, primer, and grade 1)
Criteria: Do the avobe with 100% accuracy (c.t.)*

Math

1_5 Objective: Identify orally in English the numbers 0 to 100 (in and out of order). (Divide into smaller segments if necessary, Set I - 0-10, Set II 11-20, Set III 21-30, etc.)
Criteria: Do the above with 100% accuracy (c.t.)*

1_6 Objective: Learn to spell (in English) the numbers 0-10 (orally,written).
Criteria: Do the above with 100% accuracy.

1_7 Objective: Learn to spell eight basic colors (orally, written).
Criteria: Do the above with 100% accuracy.

1_8 Objective: Learn to print first,last name correctly.
Criteria: Do the above with 100% accuracy.

1_9 Objective: Learn basic addition facts, 0 + 0 - 9, 1 . 9 + 9. (Use 100 math facts sheet - for testing use time tests after sufficient amount of time understanding the concept, computation of problems. 10 minutes for first goal, 5 minute goal, 3 minute goal.
Criteria: Do the above with 100% accuracy. (Suggestion: the rows can be divided into sets of 20 problems only Set I - 3 minutes, Set II 3 minutes, etc., finally entire sheet in 3 minutes.)

1_{10} Objective: Print entire English alphabet (a-z) in order. (capital, lower case)
Criteria: Do the above with 100% accuracy.

1_{11} Objective: Learn to tell time (half hours), i.e., 8:30, 10:30, etc.
Criteria: Do the above with 100% accuracy.

*c.t. means cold turkey

PRE-PRIMER

1. a
2. and
3. away
4. big
5. blue
6. can
7. come
8. down
9. find
10. for
11. funny
12. go
13. help
14. here
15. I
16. in
17. is
18. jump
19. little
20. it

DOLCH BASIC WORD LIST

21. look
22. make
23. me
24. my
25. not
26. one
27. play
28. red
29. run
30. said
31. see
32. the
33. three
34. to
35. two
36. up
37. we
38. where
39. yellow
40. you

ONE

DOLCH BASIC WORD LIST

1. after
2. again
3. an
4. any
5. as
6. ask
7. by
8. could
9. every
10. fly
11. from
12. give
13. going
14. had
15. has
16. her
17. him
18. his
19. how
20. just
21. know
22. let
23. live
24. may
25. of
26. old
27. once
28. open
29. over
30. put
31. round
32. some
33. stop
34. take
35. thank
36. them
37. then
38. think
39. walk
40. were
41. when

ADDITION NAME_____ B.

7	8	5	1	4	6	0	1	6	9
2	3	4	1	5	6	1	8	4	7
2	5	2	1	0	5	4	6	8	9
1	1	1	5	3	9	3	0	7	3
1	0	8	3	8	9	5	1	8	0
4	9	4	2	5	1	8	9	8	7
9	9	6	3	1	1	2	0	7	0
2	4	1	1	6	3	4	5	5	8
6	8	3	2	0	3	1	8	5	7
3	2	6	8	2	7	0	1	2	4
5	2	2	3	3	9	7	6	2	4
3	2	7	8	0	5	6	2	5	7
4	9	4	9	4	7	6	2	3	0
6	7	1	0	4	1	7	6	4	6
3	7	8	4	9	1	4	2	4	5
3	0	6	0	9	7	8	3	2	0
0	9	6	0	2	4	2	7	9	6
0	6	8	4	9	9	0	2	8	5
5	9	5	8	8	5	3	7		
5	6	7	0	9	6	5	7		

TIME_____

PRIMER

1. all
2. am
3. are
4. at
5. ate
6. be
7. black
8. brown
9. but
10. came
11. did
12. do
13. eat
14. four
15. get
16. good
17. have
18. he
19. into
20. like
21 must
22. news
23. no
24. now
25. on
26. our

DOLCH BASIC WORD LIST

27. out
28. please
29. pretty
30. ran
31. ride
32. saw
33. say
34. she
35. so
36. soon
37. that
38. there
39. they
40. this
41. too
42. under
43. want
44. was
45. well
46. went
47. what
48. white
49. who
50. will
51. with
52. yes

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Read aloud Dolch Pre-primer list (in and out of order).

Criterion: Do the above with 100% accuracy. (cold turkey)

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
5		
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7		
8		
9		
10		
11		

	Date	Minutes
12		
13		
14		
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22		

	Date	Minutes
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		

Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Read aloud Dolch Primer List (in and out of order).

Criterion: Do the above with 100% accuracy. (cold turkey)

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

	Date	Minutes
12		
13		
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16		
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21		
22		

	Date	Minutes
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24		
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26		
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28		
29		
30		
31		
32		
33		

Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/78

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Read aloud Dolch Word List (Level 1).

Criterion: Do the above with 100% accuracy. (cold turkey)

Tutoring Task Accepted: _____ _____
Tutor's initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
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7		
8		
9		
10		
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	Date	Minutes
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	Date	Minutes
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32		
33		

Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Learn basic addition facts.

Criterion: Do the above with 100% accuracy.

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

	Date	Minutes
12		
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	Date	Minutes
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31		
32		
33		

Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Learn to tell time (half hours, i.e., 8:30, 10:30, etc.

Criterion: Do the above with 100% accuracy.

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
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7		
8		
9		
10		
11		

	Date	Minutes
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	Date	Minutes
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Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 8/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Print entire English alphabet (a-z) in order. (capital, lower case)

Criterion: Do the above with 100% accuracy.

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
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9		
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11		

	Date	Minutes
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	Date	Minutes
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Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 8/16/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Learn basic addition facts, 0 + 0 - 9, 1, 9 + 9. (Use 100 math fact sheet - for testing use time tests after sufficient amount of time understanding the concept, computation of problems. 10 minutes for first goal, 5 minute goal, 3 minute goal.)

Criterion: Do the above with 100% accuracy. (Suggestion: the rows can be divided into sets of 20 problems only, Set I - 3 minutes, Set II 3 minutes, etc. Finally entire sheet in 3 minutes.)

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

	Date	Minutes
12		
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14		
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	Date	Minutes
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Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Learn to print first and last name correctly.

Criterion: Do the above with 100% accuracy.

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
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7		
8		
9		
10		
11		

	Date	Minutes
12		
13		
14		
15		
16		
17		
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21		
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	Date	Minutes
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33		

Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/75

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Learn to spell eight basic colors (orally, written).

Criterion: Do the above with 100% accuracy.

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
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7		
8		
9		
10		
11		

	Date	Minutes
12		
13		
14		
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	Date	Minutes
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Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Learn to spell (in English) the numbers 0-10 (orally, written).

Criterion: Do the above with 100% accuracy.

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
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7		
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9		
10		
11		

	Date	Minutes
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	Date	Minutes
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Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Identify orally in English the number 0 to 100 (in and out of order). (Divide into smaller segments if necessary, Set I 0 - 10, Set II 11 - 20, Set III 21 - 30, etc.)

Criterion: Do the above with 100% accuracy. (cold turkey)

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
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6		
7		
8		
9		
10		
11		

	Date	Minutes
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	Date	Minutes
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Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/79

Tutoring Request/Report
Oregon Migrant Education Program – Title 1-M – ESEA

Form OF 12

School _____ Date _____

For: _____ (Student)

From: _____ (Teacher) Grade/Subject _____

To: _____ (Tutor)

Action Requested: Read aloud Sullivan (or another based reading list adopted by your district). (Level pre-primer, primer, and grade 1)

Criterion: Do the above with 100% accuracy. (cold turkey)

Tutoring Task Accepted: _____ _____
Tutor's Initials Date

Tutoring Provided:

	Date	Minutes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

	Date	Minutes
12		
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Total Hours Tutoring Provided: _____ Total No. Sessions _____

Tutoring Task Completed: _____ _____
Tutor's Initials Date

Criterion Achieved: Yes ☐ No ☐ Teacher's Initials _____ Date _____

Revised 9/15/78